University Curriculum Committee

Submissions for
October 16, 2015 meeting

10 total proposals

Total Proposals by College
Previously Tabled Proposals-0

New Proposals-10 proposals:
- Basic and Applied Sciences-1 proposals
- Behavioral and Health Sciences-1 proposals
- Business-2 proposals
- Education-0 proposals
- Honors College – 0 proposals
- Liberal Arts-2 proposals
- Mass Communication-4 proposals
- University College-0 proposals

(All proposals are scanned in agenda order)
New Proposals

Proposal 1 of 10
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee
RE: Proposed Curriculum Changes
DATE: September 16, 2015
FROM: Walter Boles, Engineering Technology
PROPOSAL WRITTEN BY: Walter Boles     E-Mail Address: walter.boles@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

X Proposed New Course
θ Course Title Change
θ Course Prefix/Number Change
θ Change in Credit Hours
θ Change in Grading System
θ Inactivation of Course
θ Reactivation of Course
θ Cross Listing of Course
θ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
θ Other __________________________

New Course:
ENGR 4501 – Topic in Mechatronics Engineering - This course is a ‘Special Topics’ course which is used to offer courses that may be substituted for other courses or may be taken by students as an extra course, if they like the offered topics.

The proposed change will be effective beginning: Spring semester 2016 year

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Walter W. Boles     9/16/15
Signature, Department Chair

Date Signed

Date Signed

Date Signed

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
Master Catalog Change Form
Undergraduate

Department: Engineering Technology (BA-ETIS) Subject: ENGR Course No.: 4501

Full title of course: Topics in Mechatronics Engineering

Credit hours: 1-3 Contact hours, if different: 

Course taught with: ☐ Standard Grading ☑ Pass/Fail

Can be taken multiple times without calculating as repeat? ☐ No ☑ Yes How many times: 5 Total Hours: 15

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)

Fees (if applicable): 

Schedule type: LEC - Lecture Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Spring 2016

☑ New course

Abbreviated Title: Topics in Mechatronics Engr

Prescribed requirement (lower division courses only): ☑ Writing ☑ Reading ☑ Math

☐ Course title change

Previous Abbreviated Title: 

☐ Course prefix/number change

Previous course prefix/number: 

☐ Credit hours change

Previous credit hours: 

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course

Cross-list with: 

☐ Other course changes

Course prerequisites/co-requisites/restrictions: Permission of Department

(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet: (i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description? ☐ No ☑ Yes (attach new catalog description, if required)

APPROVED ________________________________ Date ________________

Vice Provost for Academic Affairs

Print Form Reset Form

FOR RECORDS OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
<th>Beg</th>
<th>End</th>
<th>Attributes:</th>
<th>UCC Approved:</th>
<th>Records Entered:</th>
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updated 10/29/14
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part I – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET</td>
<td>ENGR</td>
<td>4501</td>
<td>Topics in Mechatronics Engineering</td>
<td>1 to 3</td>
</tr>
</tbody>
</table>

A. Course description and objectives:
1. Describe the course, including clinical, internship or other experiential components.

The course is designed to serve as a way to introduce new and advanced topics in Mechatronics to the Mechatronics Engineering program. Depending on the subject, the course may be one to three credit hours.

2. Discuss the general and specific objectives of the course.

Course Objective:

The aim of this course is to get exposure and in-depth understanding of new topics in mechatronics such as advances in robotics, advances in health-related applications, and new applications in aerospace and manufacturing.

The learning objectives of this course will vary greatly depending on the topic and number of credit hours.

B. Course Justification
1. Indicate the projected enrollment in the course and the probable source of students.

This proposed course will be offered as needed, perhaps once every two years and will be offered more frequently as need arises. We expect to have 24 students per section of the course. The students will be those enrolled in the Mechatronics Engineering.

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

This proposed course is needed to address new topics in mechatronics engineering without having to offer a course on a regular basis. The course will allow the topic to change depending on the advances in this field. The ET department does not offer this course in engineering. However, every department has a similar course for the same purpose.

3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any
duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.

This course has a prerequisite of Junior Standing since the topics selected will be advanced and will require fundamental knowledge of engineering principles.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

This course provide a tool for the Mechatronics engineering program to stay abreast of new developments in the area of design, and innovation in automation and robotics.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F"

N/A

6. ["Justification for graduate credit when a course is dual listed"] in the course outline described below.

N/A

C. Course Integrity

1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.

Prerequisite: Permission of Department

Elective for: Mechatronics Engineering program.

Service course: NO

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

All faculty in the Engineering and the Engineering Technology areas with relevant background to the topic offered are eligible to teach this course. We generally expect the faculty to have a PhD degree in Electrical, Mechanical, Mechatronics, digital electronics, Controls, or engineering fields. A few of the professors who qualify this course are listed below. This list is not exhaustive.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vishwas Bedekar</td>
<td>Asst Prof</td>
<td>Ph.D. in Mechanical engineering</td>
</tr>
<tr>
<td>Yating Hu</td>
<td>Asst Prof</td>
<td>Ph.D. in Electrical engineering</td>
</tr>
<tr>
<td>Lei Miao</td>
<td>Asst Prof</td>
<td>Ph.D. in Electrical engineering</td>
</tr>
<tr>
<td>Brian Slaboch</td>
<td>Asst Prof</td>
<td>Ph.D. in Mechanical engineering</td>
</tr>
</tbody>
</table>
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

The existing classrooms and the supporting laboratory facilities will meet the needs of this course at this point.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.

The current library collections and other learning resource materials are adequate to meet the needs of the course. We will request resources to be added to the library holdings as upgrades to the technology and the textbooks occur.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

N/A

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

The Mechatronics engineering program at MTSU has been established with extensive consultations with the industry, local community colleges, The MTSU office of the Graduate Studies, local high schools, and many individuals. All of the courses in the Mechatronics Engineering curriculum have been designed to provide a cohesive series of courses in this field with increasing rigor and design experiences integrated in the courses as the courses progress from the freshman level to the senior level. In this process, many factors have been considered such the General Education requirements, Accreditation Board for Engineering and Technology, Inc. (ABET) requirements, transfer pathways from community colleges, and consistency with other similar engineering programs nationwide.

D. Course Costs
1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

This course will not need a laboratory activity.
2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

Currently the ET department is planning to seek additional funding for this course and the Mechatronics Engineering degree program in general, from NSF-STEM, DOL, DOEdu, TN-DOEdu, and the local industry.

E. Comments
Space available for any other pertinent information not previously covered.
Part II – Course Outline

<table>
<thead>
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A. **Course description and objectives:**
   1. Describe the course, including clinical, internship or other experiential components.

   The course is designed to serve as way to introduce new and advanced topics in Mechatronics to the Mechatronics Engineering program. Depending on the subject, the course may be one to three credit hours.

   2. Discuss the general and specific objectives of the course.

   **Course Objective:**

   The aim of this course is to get exposure and in-depth understanding of new topics in mechatronics such as advances in robotics, advances in health-related applications, and new applications in aerospace and manufacturing.

   The learning objectives of this course will vary greatly depending on the topic and number of credit hours.

B. **Outline of Course Topics**

   The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

   The course outline will depend on the topic covered in this course. No specific topic can be listed here.

C. **Activities Required of Students**

   All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

   Reading, quiz/tests, homework, and technical report writing.

D. **Evaluation Procedures**

   Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

   The evaluation components include: tests, quizzes, homework, and reports.

   **Grading criteria:**
A: 90-100% (of the total points); B+: 87 – 89.9%; B: 83-86.9%; B-: 80 – 82.9%; C+: 77 – 79.9%; C: 73-76.9%; C-: 70 – 72.9%; D+: 67 – 69.9%; D: 63-66.9%; D-: 60 – 62.9%; F: < 60%

E. References and Text
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

Example of the textbook:
No Specific textbook is assigned for this course. A variety of industrial and professional print and online resources will be used throughout this course.

F. Justification for Graduate Credit When a Course Is Dual Listed
Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

N/A

G. Catalog Description
Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. Catalog description must be on a separate page.
Catalog description:

Mechatronics Engineering (ENGR)

4501  Topics in Mechatronics Engineering. One to three credits. Prerequisites: Permission of department. Introduces new topics in various areas of advancement in engineering as related to mechatronics, automation, and robotics. The content will vary depending on the topic addressed.
Proposal 2 of 10
TO: University Undergraduate Curriculum Committee    RE: Proposed Curriculum Changes      DATE: 9/17/2015
FROM: (Chair/Director) Dr. Doug Winborn (Department/School/Program) Health and Human Performance
PROPOSAL WRITTEN BY: Melinda L. Richards, PhD      E-Mail Address: Melinda.Richards@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply):

<table>
<thead>
<tr>
<th>Item for on campus approval</th>
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<tr>
<td>Θ Proposed New Course</td>
<td>Θ New Academic Program: Degree/Minor/Concentration/Certificate</td>
</tr>
<tr>
<td>X Course Title Change</td>
<td>Θ New Academic Program: Degree/Minor/Concentration</td>
</tr>
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</tr>
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<td>Θ Change in Grading System</td>
<td>Θ Substantive Change Affecting 18+ Credit Hours since last TBR approval</td>
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<tr>
<td>Θ Inactivation of Course</td>
<td>Θ Establish Degree Program from Existing Concentration</td>
</tr>
<tr>
<td>Θ Reactivation of Course</td>
<td>Θ Program Reactivation</td>
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<tr>
<td>Θ Cross Listing of Course</td>
<td>Θ Program Termination</td>
</tr>
<tr>
<td>Θ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration</td>
<td>Θ Revision of Admission/Progression/Graduation requirements</td>
</tr>
</tbody>
</table>

X Other Change in Course Description__

Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

Course title will change from CDIS 3250: Speech and Language Development to CDIS 3250: Speech and Language Development for the Educator.

Course description change... please see attached description and cover memo

The proposed change will be effective beginning: FALL semester 2016 year

Signature, Department Curriculum Committee Chair

Date Signed

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Date Signed

Signature, College Curriculum Committee Chair

Date Signed

Signature, Academic Dean

Date Signed

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
New Catalog Description

CDIS 3250  Speech and Language Development for the Educator. Three credits. Prerequisites: none. Topics covered include theories of development of language in children from birth through the age eight (approximate end of the developmental period); the impact of the development of oral language on the teaching of reading and writing; an overview of the common speech and language problems seen in the school-aged child; and the influence of environmental factors on the child's ability to communicate and learn.

Old Catalog Description

CDIS 3250 Speech and Language Development. Three credits. Child speech and language acquisition from birth through the early school years. Emphasizes normal linguistic development.
Master Catalog Change Form
Undergraduate

Department  Health/Human Performance (BH-HHP)  Subject  CDIS  Course No. 3250

Full title of course  Speech and Language Development for the Educator
(100 characters only)

Credit hours  3  Contact hours, if different  
Course taught with: ☐ Standard Grading  ☐ Pass/Fail
Can be taken multiple times without calculating as repeat?  ☐ No  ☐ Yes  How many times  Total Hours
CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  51.0204  Fees (if applicable)  

Schedule type LEC - Lecture  Instructional Method CON - Conventional Methodology

EFFECTIVE TERM:  Fall 2016

☑ New course

Prescribed requirement (lower division courses only): ☐ Writing  ☐ Reading  ☐ Math

☐ Course title change

Previous Abbreviated Title:  

☐ Course prefix/number change

Previous course prefix/number:  

☐ Credit hours change

Previous credit hours:  

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course

Cross-list with:  

☐ Other course changes

Course prerequisites/co-requisites/restrictions:  

(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet:  

(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description?  ☐ No  ☐ Yes  (attach new catalog description, if required)

APPROVED  Vice Provost for Academic Affairs  Date

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

Attributes:

UCC Approved:  

Records Entered:  

updated 10/29/14
Proposal 3 of 10
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Don Roy  
PROPOSAL WRITTEN BY:  Sherry J. Roberts  
E-Mail Address: sherry.roberts@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

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Brief description of proposed change (attach separate sheet with complete information).  
If new course proposal, list title and number of course.

The proposed change will be effective beginning: Spring ___ semester ___ 2016 ___ year

Signature, Department Curriculum Committee Chair

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed  9-9-15

Date Signed  9-14-15  

Date Signed  9/28/15

Date Signed  10-6-15

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
TENNESSEE BOARD OF REGENTS
Academic Proposal Form for All New Programs

COVER PAGE

This form is submitted with all proposals requiring Board approval to the TBR Vice Chancellor for Academic Affairs. The COVER PAGE may be submitted as a PDF. All other forms should be submitted as MSWord documents.

Please remember to submit only one proposal with related support documents per e-mail.

Sponsoring Institution(s): Middle Tennessee State University

Proposal Statement: Establish a new concentration or MINOR: Establish an undergraduate minor in Corporate Communication in the Department of Marketing, Jones College of Business

Degree Designation [or] Type of Certificate:

<table>
<thead>
<tr>
<th>Minor</th>
<th>in</th>
<th>Corporate Communication</th>
</tr>
</thead>
</table>
| Formal Degree Abbreviation | Title of Proposed Program to be established or impacted

Proposed Degree [or] Certificate CIP & SOC Codes:

Concentrations: N/A

Proposed CIP & SOC Codes: N/A

Anticipated Delivery Site(s): Middle Tennessee State University - Murfreesboro

Proposed Implementation Date: Fall 2016

Cooperative/Collaborative Partners: N/A

For more information contact: Peter Cunningham / 615.494.7611

Name / Telephone

Institutional Approval: __________________________ / __________________________

Signature of President (required) Date

The Cover Page documents the President’s support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President’s signature from all participating institutions.
Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.

INSTRUCTIONS: Please respond to each question. If the question is not applicable, please use “NA” and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs or Vice Chancellor of Community Colleges as appropriate an MSWord document.

INSTITUTION: Middle Tennessee State University

PROPOSAL: Establish a new concentration or MINOR: Establish an undergraduate minor in Corporate Communication in the Department of Marketing, Jones College of Business.

PROPOSED EFFECTIVE DATE: Fall 2016

PURPOSE: (Goals and Objectives in keeping with Institutional Mission)

The MTSU Mission Statement states: The University is committed to preparing students to thrive in their chosen professions and a changing global society. This minor will help to prepare students to thrive in their chosen professions of public relations, marketing research, organizational communication, or other areas of work that require communication skills and understanding. The MTSU Mission Statement also states that “the University generates, preserves, and disseminates knowledge and innovation and uses scholarship to enhance teaching and public service. A minor such as this one will enhance the students understanding of job opportunities available to them and provide them with a stronger background to be prepared for the area of work they choose.

Many of the jobs will be in high-growth areas such as health care, software services, and cell phones (Suttle, 2014). Although many in the field of corporate communication have a background in public relations, the current emphasis in business demands a strong background in communications skills and knowledge, as well as an understanding of marketing and the psychology of the consumer using social media. It is recommended that college students go beyond the basic
requirements of a bachelor’s degree to gain an upper hand on others in the job market (Nixon, 2011).

**NEED/RATIONALE:** (What is the justification for making this proposal at this time?)

Working with members of International Association of Business Communicators-Nashville chapter as advisory consultants about what would put MTSU students ahead in the job market, recommendations were made for a minor in Corporate Communication. With the help of this international group made up of business members throughout middle Tennessee, this minor was developed. It is a minor based on the recommendation of this organization and research of what would benefit MTSU students who are Public Relations, Organizational Communication, Management, and Marketing majors who want to enter the field of Corporate Communication.

**IMPACT:** (Include students, personnel, fiscal resources, diversity, other clientele)

This proposed minor will provide additional opportunities for students to prepare for careers in the field of corporate communication. It will provide an additional field of study for students seeking to complete a minor as a part of their program of study. Because it relies on existing courses which are taught on a recurring basis, no additional fiscal resources will be required for implementation. Because this minor is open to any student seeking a minor, it will enhance the ability of all students to complete their degree requirements. There are no negative impacts associated with implementation of this minor.

**PLANS FOR ACCREDITATION:**

N/A

*The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.*

[ ] Name Change for Existing Program or Academic Unit (USE NAME CHANGE FORM ONLY ON TBR ACADEMIC AFFAIRS WEBSITE)

[ ] Establish an Off-Campus Site/Off Campus Center. (USE THEC OFF-CAMPUS SITE/CENTER APPROVAL FORM(S) ONLY ON TBR ACADEMIC AFFAIRS WEBSITE)

Note: In keeping with the THEC Policies, the THEC Off-Campus Site/Center Approval Forms must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B
Type of Change (Check all those that apply):

_____ Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

_____ Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program’s purpose.

_____ Change/Add degree designation for existing programs

_____ Consolidate an existing academic program

_____ Consolidate existing academic programs regardless of degree designations for Performance Funding purposes only

_____ Conversion of an existing ground program to a fully on-line program (Indicate with or without maintaining the existing ground program)

_____ Curriculum modifications which increase or decrease total hours required for a degree.

_____ Substantive Curriculum Modification (i.e., 9 or more SCH at the community college, 18 or more SCH undergraduate, 9 or more at graduate, or 50% or more certificate) in an existing academic program. Provide a side-by-side comparison of the existing and proposed curriculum.

The proposed program requires completion of ___ SCH distributed as follows:

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>SCH Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
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<tr>
<td>Major Field Core (required of all students in program)</td>
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</tr>
<tr>
<td>Concentration (courses specific to the concentration)</td>
<td></td>
</tr>
<tr>
<td>Electives (may be guided or general electives)</td>
<td></td>
</tr>
<tr>
<td>Other (specify, i.e.)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCH:

No. of new courses: ___ with ___ credit hours
No. of SCH impacted by the revision since last TBR action ___

_____ Establish a certificate less than 24 SCH (Provide the curriculum, justify the demand for the requested certificate and any alignment with other existing programs or certificates. Any new costs require the completion of the THEC FP.)
X Establish a new concentration or MINOR (Justify the demand and show side-by-side comparison of proposed curriculum along with the curriculum for any other concentrations or minors within the existing degree. Any new costs require the completion of the THEC FP.) (Minors may be approved by the Vice Chancellor for Academic Affairs or referred to the Board.)

Establish a free standing degree program from an existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources. Provide documentation of enrollment and graduation data for the existing concentration. If there are multiple concentrations within the existing, provide enrollment and graduation data for all concentrations within the degree to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree.

Establish a free standing degree program from an existing concentration for more accurate Representation of title to the workplace. Provide letters of support from the workplace to demonstrate more accurate representation as a freestanding degree. (See TBR policy 2:01:01:00 II (m) for performance funding implications.)

Establish a new academic unit or reorganization (Specify department, division, college, school, campus sponsored centers not seeking Center of Excellence/Emphasis status through the THEC, centers within existing academic units, institutes, bureaus, campus, etc.) (Attach a current and proposed organizational chart.) Specify if the requested action results in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). The THEC has established additional requirements which must be attached to this request which may be located at http://www.tn.gov/thecc/Divisions/AcademicAffairs/academic_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf. This action will be reviewed with Executive signature action by the THEC.

Establish an articulation agreement between institutions

Extend an existing degree program to be delivered 100% at an off-campus location. (Extension to 100% off-campus delivery requires additional action if the location of delivery is to be converted from a “site” to a “center.”)

Inactivation of an existing program or concentration (If a program is not reactivated within a period of three years, the program will automatically be terminated and removed from the Academic Inventory by December of that year.)

Reactivation of a program that was placed on inactivation within the past 3 years

Date of inactivation: ______________ Date of proposed reactivation: ______________
3. Indicate Program, Certificate and Concentration Change as Reflected in the Academic Program Inventory:

<table>
<thead>
<tr>
<th>Before the Proposed Change</th>
<th>After the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List as it now appears on the official Academic Program Inventory at THEC)</td>
<td>(List as it should appear on the official Academic Program Inventory at THEC, once approved.)</td>
</tr>
<tr>
<td>Title of Old Program or Certificate Option</td>
<td>Degree</td>
</tr>
<tr>
<td>(Include all existing concentrations before revision.)</td>
<td></td>
</tr>
</tbody>
</table>

4. *Attach a copy of the "before and after" curriculum or organizational chart, as applicable, and a rationale for the proposed change. For policy changes, include the current and proposed policy. Whenever possible a side-by-side comparison is preferred.*

A copy of the proposed curriculum is attached

5. Intended implementation date for program change: Fall 2016

6. For terminations, date phase-out period will end: N/A

7. **If any new costs are anticipated, attach the THEC Financial Projections Form.**

No new costs are anticipated in order to implement this minor

8. Describe the anticipated impact for students, personnel, fiscal resources, and other clientele.

This proposed minor will provide additional opportunities for students to prepare for careers in the field of corporate communication. It will provide an additional field of study for students seeking to complete a minor as a part of their program of study. Because it relies on existing courses which are taught on a recurring basis, no additional fiscal resources will be required for implementation. Because this minor is open to any student seeking a minor, it will enhance the ability of all students to complete their degree requirements. There are no negative impacts associated with implementation of this minor.
Attachment: Proposed Curriculum

Required Core:
BCED 3510 Business Communication 3 hours
BCED 4660 Corporate Communication 3 hours
BCED 4850 Digital Communication 3 hours

Choose two electives for the following list:
PSY 2210 Psychology of Social Behavior 3 hours
MKT 3820 Principles of Marketing 3 hours
PR 4720 Crisis Communication in Public Relations 3 hours
ORCO 3500 Strategic Communication in Organizations 3 hours
ORCO 3650 Conflict and Organizations 3 hours

Total: 15 hours

No. of new courses: 0 with 0 credit hours

**See below for course descriptions

Minor in Corporate Communication

Required and Elective Courses with Descriptions

REQUIRED CORE COURSES:

BCED 3510 - Business Communication
3 credit hours
Prerequisite: Admission to the Jones College of Business and junior standing or permission of the instructor. (Keyboarding skills helpful.) A review of the theory and processes in oral and written business communication. Emphasis on the extensive functions of written and electronic communications.

BCED 4660 - Corporate Communication
3 credit hours
Prerequisites: Junior standing; admission to the Jones College of Business or permission of instructor. (BCED 3510 recommended.) Research and analysis of case studies of significant research; case studies in business communication; communication policies, principles, and procedures from the executive's viewpoint.
BCED 4850 - Digital Communication for Business
3 credit hours
Prerequisites: BCED 3510; admission to the Jones College of Business or permission of the instructor. Offers skills needed to create digital communication for business with emphasis on the writing process, digital tools, planning, design, collaborating, copyright and fair use, and technical aspects of digital writing.

CHOOSE TWO ELECTIVES FROM THIS LIST:

PSY 2210 - Psychology of Social Behavior
3 credit hours
Prerequisite: PSY 1410 recommended but not required. Systematic study of social behavior. Includes interaction between people, perception of others, interpersonal attraction, aggression, altruism, conformity, attitudes, and group behavior.

MKT 3820 - Principles of Marketing
3 credit hours
Prerequisite: Junior standing. Survey of the functions, processes, and institutions involved in the distribution of consumer and industrial goods and services. Decision making in marketing management introduced.

PR 4720 - Crisis Communication in Public Relations
3 credit hours
Prerequisite: Admission to candidacy or permission of instructor. Examines crisis communication theories, management, strategies, tactics, and cases while developing practical skills useful in crisis situations.

ORCO 3500 – Strategic Communication in Organizations
3 credit hours
Prerequisite: Sophomore standing or above. Organizational communication and its relationship to employees, leadership, corporate culture, diversity, change, and innovation. Possible topics include work-life balance and organizational identity.

ORCO 3650 – Conflict and Organizations
3 credit hours
Prerequisite: Sophomore standing or above. The role of communication in conflict management/resolution between or among individuals and groups. Examines workplace violence, fraud, mediation, grievances, substance abuse, and discrimination.
Proposal 4 of 10
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
FROM: (Chair/Director) Don Roy      (Department/School/Program) Marketing      
PROPOSAL WRITTEN BY: Virginia Hemby-Grubb E-Mail
Address: 

I request that the following item be considered by the Committee: (please check all that apply)

<table>
<thead>
<tr>
<th>Items for on campus approval</th>
<th>Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Θ Proposed New Course</td>
<td>Θ New Academic Program: Degree/Minor/Concentration/Certificate</td>
</tr>
<tr>
<td>X Course Title Change</td>
<td>Θ Title Change of Degree Program/Concentration</td>
</tr>
<tr>
<td>Θ Course Prefix/Number Change</td>
<td>Θ Consolidate/Reorganize Existing Academic Program</td>
</tr>
<tr>
<td>Θ Change in Credit Hours</td>
<td>Θ Substantive Change Affecting 18+ Credit Hours since last TBR approval</td>
</tr>
<tr>
<td>Θ Change in Grading System</td>
<td>Θ Establish Degree Program from Existing Concentration</td>
</tr>
<tr>
<td>Θ Inactivation of Course</td>
<td>Θ Program Reactivation</td>
</tr>
<tr>
<td>Θ Reactivation of Course</td>
<td>Θ Program Termination</td>
</tr>
<tr>
<td>Θ Cross Listing of Course</td>
<td>Θ Revision of Admission/Progression/Graduation requirements</td>
</tr>
<tr>
<td>Θ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration</td>
<td></td>
</tr>
<tr>
<td>Θ Other</td>
<td></td>
</tr>
</tbody>
</table>

Brief description of proposed change (attach separate sheet with complete information).  
If new course proposal, list title and number of course.

The proposed change will be effective beginning: [Blank] semester [Blank] year

Signature, Department Curriculum Committee Chair

Date Signed

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Date Signed

Signature, College Curriculum Committee Chair

Date Signed

Signature, Academic Dean

Date Signed

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs
BCED 4410 - Managerial Media Presentations

3 credit hours  Prerequisites: Junior standing; admission into the College of Business. (BCED 2330 recommended.) Skills needed to make business presentations. Emphasis on the communication process, audience analysis, planning, presentation design, delivery, and appropriate hardware and software.

Click here for the Fall 2015 Schedule of Classes

COURSE TITLE CHANGE:  Virtual Business Presentations

PROPOSED CATALOG DESCRIPTION:
3 credit hours. Prerequisite: Junior standing. Skills needed to develop and deliver rich virtual business presentations via the web, video, and teleconference. Emphasis on the hands-on, practical techniques for planning, designing, and delivering engaging, interactive, participative, and impactful virtual business presentations
Proposal 5 of 10
TO: University Curriculum Committee

FROM: Chair/Director Name: Sharon S. Smith

Department/Program: Com Studies and Org Com

PROPOSAL WRITTEN BY: Name: Jessica Kratzer

E-Mail Address: Jessica.Kratzer@mtsu.edu

RE: Proposed Curriculum Changes

Date: Sep 8, 2015

I request that the following item be considered by the Committee: (please check all that apply)

- [ ] Proposed New Course
- [ ] Course Number/Title Change
- [ ] Change in Credit Hours
- [ ] Cross Listing of Course
- [ ] Non-substantive Revisions in Curriculum of Existing Major, Minor, and Concentration
- [ ] Inactivation of Course
- [ ] Reactivation of Course
- [ ] Change in Grading System
- [ ] Change in Admission to Major
- [ ] Other ___________________________

Description of proposed change (or attach separate sheet). If new course proposal, list title of course.

COMM 4400 Sexual Communication

The proposed change will be effective beginning: Semester: Fall Year: 2016

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support of this proposal.

Department Chair's Signature

[Signature]

Date Signed 9-8-15

Signature, Dept. Curriculum Committee Chair

[Signature]

Date Signed 9-23-15

Signature, College Curriculum Committee Chair

[Signature]

Date Signed 9-23-15

Signature, Academic Dean

[Signature]

Date Signed 9-23-15

Signature, Univ. Curriculum Committee Chair

Date Approved by UCC

Signature, Vice Provost for Academic Affairs

Date Approved by VPAA

Updated 9/19/14
Master Catalog Change Form
Undergraduate

Department: Comm Studies & Org Comm (LA-SPEE)  Subject: COMM  Course No. 4400

Full title of course: Sexual Communication  
Credit hours: 3  
Contact hours, if different:  
Course taught with: ☐ Standard Grading  ☐ Pass/Fail  
Can be taken multiple times without calculating as repeat?  ☐ No  ☐ Yes  
How many times:  
Total Hours:  
CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 09.0101  Fees (if applicable): 

Schedule type: LEC - Lecture  
Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☐ New course  Abbreviated Title: Sexual Communication  
(30 characters only)
  Prescribed requirement (lower division courses only):
  Writing  Reading  Math

☐ Course title change  Previous Abbreviated Title: 

☐ Course prefix/number change  Previous course prefix/number: 

☐ Credit hours change  Previous credit hours: 

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course  Cross-list with: 

☐ Other course changes

Course prerequisites/co-requisites/restrictions: Junior standing  
(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet: At least junior classification  
(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description?  ☐ No  ☐ Yes (attach new catalog description, if required)

APPROVED  Date

Vice Provost for Academic Affairs

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
<th>Beg</th>
<th>End</th>
<th>Attributes:</th>
<th>UCC Approved:</th>
<th>Records Entered:</th>
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</thead>
<tbody>
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<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

updated 10/29/14
Catalog Description

COMM 4400 Sexual Communication (3 credits). Overview of contemporary research on sexual communication with an emphasis on how people communicate about sex in varying relationships and throughout varying stages of life. Includes the role of communication in parent/child communication about sex, in dating and married relationships, and in varying contexts such as the media.
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part I – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies and Organizational Communication</td>
<td>COMM</td>
<td>4400</td>
<td>Sexual Communication</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

A. Course description and objectives:

1. Describe the course, including clinical, internship or other experiential components.

This course is a program elective designed to introduce students to the complexity of sexual communication in sexual and nonsexual relationships and to explore gender differences in those relationships. In this course, students will examine communication and sexual events/issues that impact people throughout their lives and a variety of sexual contexts (e.g., influence of the media, health perspectives, etc.). Class readings and discussions will explore differences in how parents discuss sexual issues with daughters and sons, how college students' perspectives of hooking up differs between women and men, and how gender affects men and women's perspectives about sexual communication as they enter marriage and grow older together. The course will also explore how differences in communication about health concerns vary for men and women, how the media influences women differently than men, and how the dark side of sex affects women differently than men. The research project will help make this course an EXL designated course (see #4 for assignment details).

2. Discuss the general and specific objectives of the course.

General objectives of the course are to help students:
- Explore factors that influence sexual communication
- Develop a broad understanding of sex and communication at various stages of life
- Analyze how research on this sensitive topic is approached, examined, and articulated
- Predict how sex and communication influence people in multiple areas of their lives

Specific objectives of the course are that students should be able to:
- Critically examine gender differences in how people talk about sex in various relationships through the life course and in unique sexual contexts
- Evaluate sexual communication in family, romantic, and peer relationships
- Analyze and apply course concepts to practical sexually-related situations

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.
Projected enrollment is 25 students for one section offered annually. This course will be an elective in the Communication Studies concentration of the Organizational Communication major. It will also be a choice for minors in Communication Studies and Women’s and Gender Studies (Sexuality Studies track).

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

This course will meet the needs of students who want to strengthen communication in their sexual relationships but who also want to understand how sexual experiences and perspectives can change over a person’s life. Additionally, this course is designed to be a seminar course with advanced-level reading, discussion, and assignments. The research project designed for this course aligns with both departmental, college, and university initiatives to include undergraduate students in research projects. This course is well-rounded in that it assists students in attaining effective communication skills that they can use in their personal lives but also research skills that may assist them in their careers.

3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.

This course is a natural subsequent course for courses in our department focusing on aspects of interpersonal relationships, such as COMM 2300 Interpersonal Communication and COMM 3400 Romantic Relationship Communication. This course is unique because it covers sexual communication issues not covered in the other courses, such as how parents talk to their children about sex, how friends discuss sex, hooking up among college students, talking about sex at varying stages of relationships, sex and marriage, and sex and aging. This class also covers how people talk about varying sexual situations, including sexual experiences for people of varying sexual orientations, how the media portrays sex and sex talk, how people and media discuss sexual assault and rape, how people talk about their sexual likes, dislikes, fetishes, and kinks, how people do and do not discuss sexually transmitted infections and using protection.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

This course has a significant research component, which helps students understand how to conduct research on a sensitive issue as well as how to analyze data and write a full research paper. Students from past sections of this course (offered as a special topics course) have presented their work at Scholar’s Week, Central States Communication Association annual conference, Women’s and Gender Studies conference at MTSU. This course has increased student interest in research. Several students from these past topics sections have participated in independent study courses to expand the research they started in class. This contributes to the department and university goals of including undergraduate students in research. It also gets students interested and excited about research, gives them a better
understanding of the importance of research, and prepares them for graduate programs. It also brings positive attention to our department, our students, and our university at local, regional, and national levels through their conference participation.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F" ["Justification for graduate credit when a course is dual listed"] in the course outline described below.

Not at this time.

C. Course Integrity
1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.

   The prerequisite for this course will be junior standing because it is a 4000-level course with an intense research component so students need to be well adjusted to upper division college classes.

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

   Dr. Jessica Kratzer will be the primary instructor for this course. She has a Ph.D. in communication with an emphasis in interpersonal communication and sexual communication. She has also taught this course twice as a special topics course.

   Additional members of the faculty with interpersonal communication backgrounds who are qualified to teach this course are Dr. Xiaowei Shi and Dr. Mary Beth Asbury.

3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

   The only necessary physical facilities for this course is the use of a classroom with a computer, projector, video/DVD equipment, and sound.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.

   The library collections and other learning resource materials are adequate to meet the needs of the course.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.
Professional certification is not available.

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

Upon the creation of the special topics course, Dr. Jessica Kratzer (instructor of the special topics course for this section) consulted Dr. Jimmie Manning (Northern Illinois University), a nationally recognized researcher in the field. Additionally, Catherine Crooks (MTSU Psychology) was consulted to be certain there was no duplicate information taught in her Psychosexual Adjustment (PSY 4600) course. We discussed our course content and came to the conclusion that we cover very different perspectives, theories, readings, and overall content. Each course is unique and, therefore, both courses can be offered without duplication.

D. Course Costs
1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

No additional costs are predicted for this course.

2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

Normal sources of revenue will be used to meet course costs. No sources of additional revenue are predicted for this course.

E. Comments
Space available for any other pertinent information not previously covered.

Not Applicable.
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>COMM</td>
<td>4400/5400</td>
<td>Sexual Communication</td>
<td>3 hours</td>
</tr>
<tr>
<td>And Organizational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Course Description and Objectives

Describe the course, including clinical, internship, or other experiential components.

1. This course is a program elective designed to introduce students to the complexity of sexual communication in sexual and nonsexual relationships and to explore gender differences in those relationships. In this course, students will examine communication and sexual events/issues that impact people throughout their lives and a variety of sexual contexts (e.g., influence of the media, health perspectives, etc.). Class readings and discussions will explore differences in how parents discuss sexual issues with daughters and sons, how college students’ perspectives of hooking up differ between women and men, and how gender affects men and women’s perspectives about sexual communication as they enter marriage and grow older together. The course will also explore how differences in communication about health concerns vary for men and women, how the media influences women differently than men, and how the dark side of sex affects women differently than men. The research project will help make this course an EXL designated course.

2. Discuss the general and specific objectives of the course.

General objectives of the course are to help students:
- Explore factors that influence sexual communication
- Develop a broad understanding of sex and communication at various stages of life
- Analyze how research on this sensitive topic is approached, examined, and articulated
- Predict how sex and communication influence people in multiple areas of their lives

Specific objectives of the course are that students should be able to:
- Critically examine gender differences in how people talk about sex in various relationships through the life course and in unique sexual contexts
- Evaluate sexual communication in family, romantic, and peer relationships
- Analyze and apply course concepts to practical sexually-related situations

B. Outline of Course Topics

The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

Sexual Communication through the Life Course
- Learning about sex – Parent-child communication
- Sex and Short-term Relationships – Hooking up and dating
- Sex and Long-term Relationships – Marriage and aging sexual issues

Sexual Communication in Varied Contexts
- Health Perspectives – Sexual health
• Intimacy and disabilities – Sexuality for varying disabilities
• Sex Beyond Tradition – fetishes and kink
• Impact of the media – Sexualizing bodies
• Dark side of communication – Sexual assault

C. Activities Required of Students
All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

Activities may include the following:
• Attending and actively participating in course seminars, class discussions, and activities to explore factors that influence sexual communication.
• Reading journal articles in order to develop a broad understanding of sexual communication through the life course.
• Reading the book to critically examine gender differences and experiences in varying contexts and to apply concepts to practical situations.
• Participating in a full research project that may include data collection, data analysis, writing a full research paper, and presenting findings to the class in order to analyze how research is approached, examined, and articulated.
• Participating in weekly quizzes over the required reading to make sure students are able to see how research allows scholars to predict how sexual communication influences our lives.
• Writing a reaction paper to a documentary film in order to evaluate sexual communication in family, romantic, and peer relationships.

D. Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

Student achievement may be assessed through evaluation of quizzes, a paper on a documentary, and participation in a full research project.

Grading Scale: At the end of the semester, total points will be tabulated and a final grade assigned. An example is:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-360</td>
<td>A</td>
</tr>
<tr>
<td>359-348</td>
<td>B+</td>
</tr>
<tr>
<td>347-332</td>
<td>B</td>
</tr>
<tr>
<td>331-320</td>
<td>B-</td>
</tr>
<tr>
<td>291-280</td>
<td>C-</td>
</tr>
<tr>
<td>279-268</td>
<td>D+</td>
</tr>
<tr>
<td>267-252</td>
<td>D</td>
</tr>
<tr>
<td>239 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

A = Achievement significantly above requirements
B = Achievement over and above requirements
C = Meets basic course requirements
D = Does not meet requirements, but effort is worthy of credit
F = Work neither meets requirements, nor is worthy of credit

An example of the breakdown of points is:
Research project = 250 points
Reaction paper = 50 points
Quizzes over readings = 50 points
Participation and Attendance = 50 points

E. References and Text
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

A possible text for this class is:

Possible journal articles are:
F. **Justification for Graduate Credit When a Course is Dual Listed**

Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

N/A

G. **Catalog Description**

Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. **Catalog description must be on a separate page.**

See separate page.
Catalog Description

COMM 4400 Sexual Communication (3 credits). Overview of contemporary research on sexual communication with an emphasis on how people communicate about sex in varying relationships and throughout varying stages of life. Includes the role of communication in parent/child communication about sex, in dating and married relationships, and in varying contexts such as the media.
Emails from Dr. Catherine Crooks, Psychology Department

From: Catherine Crooks  
Sent: Thursday, February 12, 2015 1:00 PM  
To: Jessica Kratzer  
Subject: RE: Sexual Communication course

You too. Let me know if anything comes up and we need to talk. Good luck with the new course.  
Catherine

Sent from my Verizon Wireless 4G LTE smartphone

-------- Original message --------
From: Jessica Kratzer  
Date: 02/12/2015 11:16 AM (GMT-06:00)  
To: Catherine Crooks  
Subject: RE: Sexual Communication course

Hi Catherine,

I agree that since our classes are so different we do not need to chat. Thanks so much for your help and have a great semester!

Take care,

Jessica

Jessica M. W. Kratzer, Ph.D.  
Assistant Professor  
Communication Studies and Organizational Comm. Department  
Middle Tennessee State University

From: Catherine Crooks  
Sent: Thursday, February 12, 2015 10:38 AM  
To: Jessica Kratzer  
Subject: RE: Sexual Communication course

Hi,

We can speak by phone if necessary. However, since you've reviewed my syllabus and have identified that our courses are very different, I am fine with that. Let me know if we do need to speak by phone at some point.

Catherine Crooks

Catherine Crooks, Ph.D.  
Senior Lecturer, Psychology Department  
Middle Tennessee State University
Hi Catherine,

Thanks for the syllabus! Our classes are very different, which is a very good thing. My syllabus is attached. I've taught the class twice as a special topics course and we cover communication issues in varying relationships and situations. I can meet on Thursday at 1pm. I'm happy to come to your office or we can chat on the phone. Let me know what works for you and thanks for your help!

Take care,

Jessica

Jessica M. W. Kratzer, Ph.D.
Assistant Professor
Communication Studies and Organizational Comm. Department
Middle Tennessee State University

---

From: Catherine Crooks  
Sent: Monday, February 09, 2015 6:51 PM  
To: Jessica Kratzer  
Subject: RE: Sexual Communication course

I'm happy to meet and discuss your proposed course. Could you meet on a Tuesday or Thursday around 1:00 (I'm not available tomorrow, though)? I'm also attaching a syllabus for my Psychosexual Adjustment class.

Catherine Crooks

Catherine Crooks, Ph.D.
Senior Lecturer, Psychology Department
Middle Tennessee State University
PO Box 87
Murfreesboro, TN 37132
615.898.3949

---

From: Jessica Kratzer  
Sent: Monday, February 09, 2015 1:49 PM  
To: Catherine Crooks  
Subject: Sexual Communication course

Hi Catherine,

I'm a professor in the Communication Studies and Org. Comm. Department (formerly Speech and Theatre) and I have taught a Special Topics course called, "Sexual Communication" twice. This course goes over well with students and so I am proposing that it be listed as a permanent course (elective) in
our department. With that said, I wanted to clarify with you that my course is different from what you teach and pulls from different students. It seems that with new course proposals, the university does not want overlap so I’d like to be able to say that I have discussed the course with you and we agree that they are different. Is there a time we could talk so I can share with you what my course covers so we can be sure they are different?

Thank you!

Jessica

Jessica M. W. Kratzer, Ph.D.
Assistant Professor
Communication Studies and Organizational Comm. Department
Middle Tennessee State University
Proposal 6 of 10
TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Ron Bombardi (Department/School/Program) Philosophy
PROPOSAL WRITTEN BY: Phil Oliver, Ron Bombardi __ E-Mail Address: Phil.Oliver@mtsu.edu, Ron.Bombardi@mtsu.edu
I request that the following item be considered by the Committee: (please check all that apply)

<table>
<thead>
<tr>
<th>Items for on campus approval</th>
<th>Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)</th>
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</thead>
<tbody>
<tr>
<td>x Proposed New Course</td>
<td>☑ New Academic Program: Degree/Minor/Concentration/Certificate</td>
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<tr>
<td>☑ Course Title Change</td>
<td>☑ Title Change of Degree Program/Concentration</td>
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<td>☑ Cross Listing of Course</td>
<td>☑ Revision of Admission/Progression/Graduation requirements</td>
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<tr>
<td>☑ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration</td>
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<tr>
<td>☑ Other ____________________</td>
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</tbody>
</table>

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

The proposed change will be effective beginning: Summer semester 2016 year

Signature, Department Curriculum Committee Chair

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

28 Sep 2015
Date Signed

28 September 2015
Date Signed

9-28-15
Date Signed

9-28-15
Date Signed

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
Master Catalog Change Form
Undergraduate

Department Philosophy (LA-PHIL) Subject PHIL Course No. 3350

Full title of course American Philosophy, British Roots: a walk across the pond
(Course taught with: ☐ Standard Grading ☐ Pass/Fail)

Credit hours 3.0 Contact hours, if different ☐ Yes How many times ___ Total Hours ___

Can be taken multiple times without calculating as repeat? ☐ No ☐ Yes CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 38 Fees (if applicable)

Schedule type PRA - Practicum Instructional Method NCM - Other Non-conventional Methodology

EFFECTIVE TERM: Summer 2016

☒ New course

Abbreviated Title: Roots

Prescribed requirement (lower division courses only): ☐ Writing ☐ Reading ☐ Math

☐ Course title change

Previous Abbreviated Title:

☐ Course prefix/number change

Previous course prefix/number:

☐ Credit hours change

Previous credit hours:

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course

Cross-list with:

☐ Other course changes

Course prerequisites/co-requisites/restrictions: none

(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet: none

(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description? ☐ No ☐ Yes (attach new catalog description, if required)

APPROVED Date

Vice Provost for Academic Affairs

Print Form Reset Form

FOR RECORDS OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
<th>Beg</th>
<th>End</th>
<th>Attributes:</th>
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</table>

updated 10/29/14
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>PHIL</td>
<td>3350</td>
<td><strong>American Philosophy,</strong></td>
<td>3.0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>British Roots: a walk across the pond</strong></td>
<td></td>
</tr>
</tbody>
</table>

A. Course description and objectives:
   1. Describe the course, including clinical, internship or other experiential components.

   This is an Education Abroad course, an on-site exploration of specific British locales associated with philosophers and writers in the modern peripatetic ("walking/talking"), empiricist, and pragmatic traditions who’ve influenced and been influenced by their counterparts in America. The experiential component is primary: literally to place students’ feet on the ground in select, significant British places, direct their discussion and reflection about those places and the philosophies and writings that arose there, and supervise their own written responses in projects to be concluded upon our return.

   This course revives a tradition originally rooted in Aristotle’s ancient school in Athens, the Lyceum, whose students by legend were said to have roamed the campus grounds with their mentors during classes. Many philosophers and writers since have extolled the benefits of ambulatory thinking, and Britain in particular continues to nurture a vibrant walking culture whose leading lights have included philosophers like John Locke, John Stuart Mill, and Bertrand Russell, novelists like Charles Dickens, George Eliot, and Jane Austen, and poets like Wordsworth, Shelley, Coleridge and Keats.

   The American pragmatism of William James and John Dewey (et al) originally grew out of the British empiricism of John Locke, David Hume, and J.S. Mill, and their emphasis on experience as philosophy’s touchstone; but also grew away from it in interesting ways that can be detected in the respective literary traditions and sensibilities we’ll study. The perambulations of the great English Lake Poet Wordsworth, for instance, ultimately came to symbolize a conservative stance towards Old Europe (notwithstanding his youthful infatuation with the French revolution); the Americans Emerson and Thoreau, though, famously defended a New World perspective: dare to forge an original relation to the universe, said Emerson. Walk west, said Thoreau.

   Our course is focally interested in the philosophical, literary, historical, and broadly cultural influences and differences that have emerged, on both sides of the Atlantic, as these sensibilities have continued to play out. But more than that, it is interested in walking as the common thread that our subjects have teased in different directions.
2. Discuss the general and specific objectives of the course.

The course's general objective is to acquaint students with the peripatetic tradition in its Anglo-American incarnation and applications, yielding insight into the philosophical aims, achievements, influences, and differences of each; and, beyond mere acquaintance, to demonstrate the value of this old, long-neglected, but readily-revivable approach to life and learning. More specifically, the course objective is to deepen students' understanding of pragmatism and empiricism and their appreciation of something so universal and simple as walking, as a means and method of reflective thinking.

LEARNING OUTCOMES. Upon successful completion of the course, students may be expected to be able to:

(a) Advance a thesis as regards the cognitive interplay between thinking and walking;

(b) Identify the main currents in Modern British thought that came to influence the development of American philosophy;

(c) Analyze the role of local environment on the lives and times of major literary and philosophical figures in the Anglo-American tradition;

(d) Specify the essential elements constituting a philosophy of experience; and

(e) Generate essays from personal reflections on select empiricist and pragmatist texts.

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.

10-12 students (at least), drawn from a diverse coterie of disciplines and interests.

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

The peripatetic approach in any course is itself, nowadays, nearly unique. Bringing that focus to an understanding of the important historical trans-Atlantic mutual influence of American and British philosophers is definitely distinctive. It would enhance the curricular range and depth of any department of philosophy, and will also appeal to non-philosophers in American studies, history, English, and other disciplines.
3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.

We do not presently offer a course like this, in either an EA or regular curriculum motif. No other department would suitably host such a course, examining the peculiarly philosophical cross-pollination of national traditions. Our course does acknowledge and inquire about literary and historical figures of interest to multiple disciplines, but none of them is likely to consider, or possess the analytical resources necessary for, an adequate evaluation of those figures in their influential relevance for ongoing developments in the respective American and British philosophical traditions. We do continue to welcome the consultative expertise of our colleagues in the departments of English and History.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

By engaging student interest in this course in the near and longer term, we think it will be a spur to increased contact and multidisciplinary interchange between our department and others on our campus. It also promises to appeal to a wider community of eligible participants, whose recruitment offers another form of outreach beyond our standard pool of candidates.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F" ["Justification for graduate credit when a course is dual listed"] in the course outline described below.

Not applicable.

C. Course Integrity
1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.

None.

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

Dr. Phil Oliver and Dr. Ron Bombardi of the philosophy department will teach the course. Both are specialists in the areas of Anglo-American and empirical philosophy, and both are ecumenical in their teaching interests.
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

   Not applicable.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.

   Collections adequate.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

   Not applicable.

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

   We (Drs. Oliver & Bombardi) have discussed the course extensively ourselves, and with colleagues in other departments on our campus and at other regional institutions who’ve conducted Study Abroad courses in Britain.

D. Course Costs
1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

   No additional costs anticipated.

2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

   The course will be self-sustaining, through student fees.

E. Comments
Space available for any other pertinent information not previously covered.
A. Course Description and Objectives

1. Describe the course, including clinical, internship, or other experiential components.

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2. Discuss the general and specific objectives of the course.

The course's general objective is to acquaint students with the peripatetic tradition in its Anglo-American incarnation and applications, yielding insight into the philosophical aims, achievements, influences, and differences of each; and, beyond mere acquaintance, to demonstrate the value of this old, long-neglected, but readily-revivable approach to life and learning. More specifically, the course objective is to deepen students' understanding of pragmatism and empiricism and their appreciation of something so universal and simple as walking, as a means and method of reflective thinking.

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(b) Identify the main currents in Modern British thought that came to influence the development of American philosophy;
(c) Analyze the role of local environment on the lives and times of major literary and philosophical figures in the Anglo-American tradition;
(d) Specify the essential elements constituting a philosophy of experience; and
(e) Generate essays from personal reflections on select empiricist and pragmatist texts.

B. Outline of Course Topics
The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

1. Arrival and welcome, introducing the British culture of walking.
2. The English experience, mind, and spirit.
3. Great expectations and the "greatest idea"-the influence of Darwin on American thought.
5. Writer as walker, walker as philosopher.
6. The truth of experience and authenticity ("to thine own self be true").
7. From English empiricism and humanism to American pragmatism.

C. Activities Possibly Required of Students
All activities that could possibly be required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

Students will literally follow in the footsteps of some of the British figures most closely linked with the philosophical, literary, and broadly cultural traditions that have flowered in Britain and influenced Americans. We will walk, and talk, in the old peripatetic style.
Students will also do selected readings, address specific questions in group discussion on-site, and post summaries of their conversations and subsequent reflections on a blog-site created specifically for the course. They will then continue to engage with the instructor(s) and one another in ongoing face-to-face discussions and online discussion threads that will ultimately provide the core basis for a final written project directed by the instructor(s) and posted by each student within two weeks of our return.

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Student achievement will be evaluated with respect to daily and on-site participation during the course, and a final written project. Participation: 30%, Journal: 20%, Paper: 50% A conventional A/B/C grading scale will be appropriate: 90-100%=A, 80-89%=B etc.

E. References and Text
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

Readings Students will read selections from the following texts, either in print or etext versions.

- Dewey, Art as Experience; “The Influence of Darwinism on American Philosophy”
- Gilbert et al (ed.), The Walker’s Literary Companion
- Gros, “A Daily Outing-Kant,” and “Strolls,” in A Philosophy of Walking, 153-167
- Horowitz, On Looking (tba)
- Hosler, [Darwin’s] Sandwalk Adventures
- James, The Meaning of Truth (tba)
- James (Henry & William), selected letters (tba)
- Oriel, “Gymnasiums of the Mind” in Philosophy Now, issue 44
• Russell, *The Conquest of Happiness* (tba)
• Thoreau, “Walking”
• Toibin, *The Master*

In the weeks prior to departure, students will be expected to read Orlet, Solnit, and Thoreau, and as many of the paired readings below as they can manage. Additional pairings of text(s) and locale(s) may be appended during the course, in response to conversations and circumstances “on the ground”.

F. **Justification for Graduate Credit When a Course Is Dual Listed**
Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

G. **Catalog Description**
Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. **Catalog description must be on a separate page.**
An exploration of the living legacy of ancient peripatetic pedagogy as expressed in American Pragmatist and British Empiricist philosophies of experience.
Proposal 7 of 10
Cover Memo for Proposed Undergraduate Curriculum Changes  
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
DATE: 9/7/2015  
FROM: (Chair/Director) Greg Pitts  
(Department/School/Program) School of Journalism  
PROPOSAL WRITTEN BY: Greg Pitts  
E-Mail Address: greg.pitts@mtsu.edu  

I request that the following item be considered by the Committee: (please check all that apply)

- [X] Proposed New Course
- [ ] Course Title Change
- [ ] Course Prefix/Number Change
- [ ] Change in Credit Hours
- [ ] Change in Grading System
- [ ] Inactivation of Course
- [ ] Reactivation of Course
- [ ] Cross Listing of Course
- [X] Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- [ ] Other

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

- [ ] New Academic Program: Degree/Minor/Concentration/Certificate
- [ ] Title Change of Degree Program/Concentration
- [ ] Consolidate/Reorganize Existing Academic Program
- [ ] Substantive Change Affecting 18+ Credit Hours since last TBR approval
- [ ] Establish Degree Program from Existing Concentration
- [ ] Program Reactivation
- [ ] Program Termination
- [ ] Revision of Admission/Progression/Graduation requirements

Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

NEW COURSE:
JOUR 4880 Professional Development 1 credit hour. Prerequisites: Senior status. Issues faced by graduates upon entering the professional world or graduate school. Topics include preparation of the professional portfolio, the resume and cover letter, post-graduate study and professional advancement. Should be completed by majors in the School of Journalism in either of their last two semesters prior to graduation.

The proposed change will be effective beginning: Fall semester 2016 year

Signature, Department Curriculum Committee Chair

Date Signed

9/22/15

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Date Signed

9/18/15

Signature, College Curriculum Committee Chair

Date Signed

9/22/15

Signature, Academic Dean

Date Signed

9/29/15

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part I – Course Justification

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<tbody>
<tr>
<td>Journalism</td>
<td>Jour</td>
<td>4880</td>
<td>Professional Development</td>
<td>1 hr.</td>
</tr>
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A. Course description and objectives:

1. Describe the course, including clinical, internship or other experiential components.
   Course Description: Issues faced by graduates upon entering the professional world or graduate school. Topics include preparation of the professional portfolio, the resume and cover letter, post-graduate study and professional advancement. Should be completed by all majors in the last two semesters prior to graduation.

Objectives: Professional Development will help students in the School of Journalism launch their careers after graduation. Students will understand ethical behavior and conduct appropriate for the workplace and how to begin to meet the responsibilities of employment. They will learn how to develop strategies for career success—from cover letter and resume writing to networking to job interviewing to identifying career strengths and assets. They will demonstrate an understanding of gender, race ethnicity, sexual orientation and other forms of diversity in the workplace and learn to critically evaluate their work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

2. Discuss the general and specific objectives of the course.
   Despite our best efforts in educating students, many students having focused on academic preparation—including conceptual coursework and professional coursework in journalism—and they are not ready for the workplace. There is also discussion of the generational change in workplace attitude among today’s students—Millennials and Generation Z. Journalism and mass communication offer entrepreneurial opportunities. Students need to understand how to tell their professional story of competencies and career skills to be hired after graduation. We also want them to understand that when they decide to attend graduate school, it is a reflective decision not a reaction to having graduated.

This course also aids student retention and graduation in the SOJ by helping students prepare for careers after graduation. While MTSU’s Career Development Center offers career counseling and resume assistance, faculty in SOJ are equipped with experiences to guide students in preparing to launch careers. Students in mass communication fields are normally hired through presentation of not only their academic credentials but also professional skills and internship experiences. SOJ faculty will offer guidance and assistance to our majors to enable the students to tell their stories effectively through a resume.

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.

Multiple sections (at least three one-credit sections) will be offered each semester with a maximum enrollment of 18 students per section. The SOJ accrediting organization, limits enrollment in professional courses to no more than 20 and ideally 16 students. Approximately
60 - 75 seats per semester will be available for SOJ students; this will meet student need for the course.

This course would be limited to enrollment only by students in the School of Journalism.

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

Journalism and mass communication offer entrepreneurial opportunities for students. Graduates may work for multiple employers through entrepreneurial projects requiring reporting, writing and digital skills. This course will assist students in learning how to tell prospective employers of their skills and abilities, thus affording more career opportunities and professional development. The course will assist the SOJ with accreditation goals by ensuring that all graduates have an employment resume and by tracking graduates as they seek employment and are hired for initial jobs. The class brings all seniors back to the SOJ for one final professional development class with their student peers from across our concentrations. The SOJ will collect and retain copies of student resumes, which are identified by ACEJMC as a direct assessment measure of student learning.

3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.

This course does not duplicate other courses; it is complementary. JOUR 4880 Professional Development will demonstrate to students how they can create an online employment portfolio with sample work produced in other classes, as well as develop a resume and cover letter.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

This course will assist the SOJ in meeting assessment needs associated with our ACEJMC accreditation. Student resumes and online portfolios, produced from the class, are a direct assessment measure. Additionally, our accrediting agency requires that we track alumni success after graduation. The resume database, created by student resume submissions, will enhance career tracking. Knowing where are graduates are employed is important to not only the SOJ but also our college and MTSU.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F" ("Justification for graduate credit when a course is dual listed") in the course outline described below.

Not applicable.

C. Course Integrity

1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to
meet requirements. Indicate if the new course will be a service course for other programs.

All students graduating from the School of Journalism will be required to complete this class. Students should enroll in the course in one of the last two semesters of their school enrollment. This course will reflect employment and career development for graduates in the SOJ.

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

Dr. Gregory Pitts, Director of the School of Journalism. Dr. Pitts has taught a version of their course at another university for six years. He has conducted student resume and cover letter writing workshops for more than 20 years.

At this time we anticipate one faculty member will meet student demand for course seats.

Other faculty would include: Dr. Tricia Farwell, Associate Professor, who directs the SOJ internship and practicum program.

3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

A standard classroom with a computer and projector will meet the needs.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.

Library materials are adequate. Subscriptions to professional publications for career guidance are adequate.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

Not applicable.

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

Faculty in the SOJ have discussed the need for additional career guidance for graduating seniors. While MTSU operates the Career Development Center, that office must serve an institutional mission. We recognize the need for employment and graduate school discussions to match our students' needs to ensure that they begin productive careers and reflect favorably on our academic program.
D. **Course Costs**
   1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

   There are no added expenses/costs for this course.

   2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

   Tuition revenue will cover the cost of the course.

E. **Comments**

   Space available for any other pertinent information not previously covered.

   This course is important to our student success and to the success of our academic unit. Giving students portfolio and resume preparation guidance will help them launch a successful career. Our accrediting agency, ACEJMC, requires that we track alumni to determine the number of alums who work directly in their fields. Student resumes and electronic portfolios—with professional updates—will help the SOJ build a database of graduates and their employers.
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
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<tbody>
<tr>
<td>JOURNALISM</td>
<td>JOUR</td>
<td>4880</td>
<td>Professional Development</td>
<td>1 hr.</td>
</tr>
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</table>

A. **Course Description and Objectives**

1. Course description: Issues faced by graduates upon entering the professional world or graduate school. Topics include preparation of the professional portfolio, the resume and cover letter, post-graduate study and professional advancement. Should be completed by all majors in the last two semesters prior to graduation.

2. Course Objectives: Professional Development will help students in the School of Journalism launch their careers after graduation.
   
   Students will
   - Understand ethical behavior and conduct appropriate for the workplace and how to begin to meet the responsibilities of employment.
   - Develop strategies for career success—from cover letter and resume writing to networking to job interviewing to identifying your career strengths and assets.
   - Demonstrate an understanding of gender, race ethnicity, sexual orientation and other forms of diversity in the workplace.
   - Learn to critically evaluate their work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
   - Learn to create an online portfolio to highlight professional and academic knowledge, skills and abilities.

B. **Outline of Course Topics**

The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

Topics:
- Resume writing introductory comments.
- Orientation to services offered through MTSU’s Career Development Center
- What is an elevator speech? What should your pitch include?
- Writing the cover letter
- What it means to be an employee
- How to navigate the workplace and relationships with peers and superiors
- Reading about your field—staying informed and demonstrating your knowledge
- The Myers-Briggs Indicator and what this means to you
- Graduate school as an option for further career and personal development
- Job interviews and interview questions
- Dressing for the interview and the job
- Retirement options: 401K, 403B, Roth IRAs... what all of this means and why you should participate
- Health Insurance and Other Benefits.

C. **Activities Possibly Required of Students**

All activities that could possibly be required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.
Suggested Activities:
1. Final Cover Letter, 15 points. Required of all students.
2. Final Resume, 15 points. Required of all students.
3. Draft Resume and Cover Letter, 10 points. Required of all students.
4. Online Portfolio, 25, 10, 5, 0 points. Required of all students.
5. Mock Interview, 10 points. Required of all students.
6. The Pitch, 20 points. Required of all students.
7. Assessments, 10 points.
8. Outside reading, 20 points.
9. Syllabus and Honesty Policy Assignment, 10 points
10. The First Amendment, 20 points
11. Dress Day, 10 points
12. Test, 20 points are possible
13. Seigenthaler Lecture or similar activity, 10 points
14. Myers-Briggs Personality Indicator, 10 points

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Suggested Course Evaluation:
This course operates with a point system. Six items are required of all students. Completing all six will earn the student a C grade in the course. Completing additional requirements will raise student’s final grade to an A or B. Failure to complete the six requirements will result in a grade of F for the course.

Most assignments are completed as satisfactory/unsatisfactory or pass/fail assignments. From the list of assignments above, there are 95 points available through the six required assignments. Additionally, 110 points are available from other assignments. A student earning at least 145 points would earn a B. A student earning at least 180 points would earn an A. Students earning less than 95 points would not pass the class.

Students should be self-motivated to work on their resumes, cover letters and online portfolios. The course instructor will provide lecture and one-on-one meetings with students to discuss content and structure for the resume, cover letter and online portfolio. As long as students appear to operate in good faith in preparing their resume, cover letter, online portfolio and completing other assignments, they will receive credit for the assignments.

E. References and Text
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.


Additional suggested outside reading assignment that is included among the assignments. Suggested titles for the assignment include Good to Great by Jim Collins, The No Asshole Rule by Robert Sutton and What Got You Here Won’t Get You There by Marshall Goldsmith. One book will be selected each semester.
F. Justification for Graduate Credit When a Course Is Dual Listed
Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

Not applicable.

G. Catalog Description
Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. Catalog description must be on a separate page.

See attached.
JOUR 4880 – Professional Development
1 credit hour Prerequisites: Senior status. Issues faced by graduates upon entering the professional world or graduate school. Topics include preparation of the professional portfolio, the resume and cover letter, post-graduate study and professional advancement. Should be completed by majors in the School of Journalism in either of their last two semesters prior to graduation.
Master Catalog Change Form
Undergraduate

Department  Journalism (MC-JOUR)  Subject  JOUR  Course No.  4880

Full title of course  Professional Development  (100 characters only)

Credit hours  1  Contact hours, if different  Course taught with:  ☐ Standard Grading  ☐ Pass/Fail

Can be taken multiple times without calculating as repeat?  ☐ No  ☐ Yes  How many times  Total Hours

CIP code (go to https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  09.0102  Fees (if applicable)  (must be approved by TBR)

Schedule type  LEC - Lecture  Instructional Method  HYB - Hybrid (Online/On Campus)

EFFECTIVE TERM:  Fall 2016

☐ New course  Abbreviated Title:  Professional Devmt

Prescribed requirement (lower division courses only):  ☐ Writing  ☐ Reading  ☐ Math

☐ Course title change  Previous Abbreviated Title:

☐ Course prefix/number change  Previous course prefix/number:

☐ Credit hours change  Previous credit hours:

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course  Cross-list with:

☐ Other course changes

Course prerequisites/co-requisites/restrictions:  Senior status

(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet:  To be completed in one of the last two semesters

(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description?  ☐ No  ☐ Yes (attach new catalog description, if required)

APPROVED  Vice Provost for Academic Affairs

Date

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

Attributes:

Course  Equivalents  Beg  End  1.  2.  3.  4.  5.

Records Entered:

UCC Approved:
Name: _____________________________ ID Number: _____________________________
MTSU P.O. Box: __________ Phone: _____________________________ E-mail Address: _____________________________

Application Instructions: (1) Fill out form with BLACK ink (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major adviser. (5) Submit the completed form and intent to Graduate to the School of Journalism (Mass Comm. 249) for Director's approval. Incomplete forms will not be processed!

*NOTE: THIS IS NOT THE APPLICATION FOR CANDIDACY!

**GENERAL EDUCATION REQUIREMENTS**

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**JOURNALISM CONCENTRATION**

(Italized courses are REQUIRED for JOUR candidacy; C or better grade)

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**CONCEPTUAL REQUIREMENTS (12 hrs):**

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<th>Course</th>
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<tbody>
<tr>
<td>Choose four: ADV 3080 Issues in Advertising,</td>
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<tr>
<td>JOUR 3050 Principles of Health Comm., 3510 Media History, 3600 Digital</td>
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<tr>
<td>&amp; Media Literacy, 4210 MC &amp; Society, 4240 TV,</td>
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<td>Culture &amp; History, 4250 Mass Media Law, 4660</td>
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<td>Media Research, 4670 Cultural Approaches to</td>
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<td>Media, 4700 Mass Media &amp; National Security,</td>
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<tr>
<td>4780 Media &amp; Markets, 4950 Global News Media,</td>
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<tr>
<td>4820 Race, Gender &amp; Class in Media, 4850 Ethics &amp; MC, 4910 Research in Media Issues, VCOM 2010 Intro, Visual Comm.</td>
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**PROFESSIONAL TOPICS (3 hours):**

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<tbody>
<tr>
<td>JOUR 4800 Seminar Media Issues</td>
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**PRACTICUM/INTERNSHIP (1-3 hours):**

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<td>JOUR 3580 Practicum</td>
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**Computer Literacy Requirement (3 hours):**

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<tr>
<td>CSCI 1150, INFS 2200, INFS 3100 (Notes: CSCI 1000 will not meet this requirement.)</td>
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**GRADUATION REQUIREMENTS:** Understanding Your 120 Hours

- You must complete a minimum of 120 hours for a B.S. degree.
- You must earn a grade of C or better (C- does not count) in each course taken in the College of Mass Communication to graduate.
- You must earn at least 42 hours of 3000/4000 level coursework. 30 of these hours must be earned at MTSU.
- You must earn a minimum of 72 hours outside the College of Mass Communication.
- You must earn at least 60 hours from a four-year institution.
- You must meet the liberal arts and sciences—general education requirements for the university.

**FORMS YOU MUST COMPLETE FOR GRADUATION**

Submit in Order Listed

1. **Candidacy Application:** During the semester you are completing candidacy courses and 45 hours, submit your candidacy application to the Student Success Center in COMM 230.

2. **Upper Division & Intent to Graduate:** At the beginning of your Junior year, submit forms to the School of Journalism after completing all instructions at the top of this page.
SCHOOL OF JOURNALISM - JOURNALISM  
Upper Division Form 2015–2016

School of Journalism • Middle Tennessee State University • COMM 249
P.O. Box 64 • Murfreesboro, TN 37132 • Phone (615) 898-2814 • Fax (615) 898-5862

Name: __________________________________________ (first) (middle initial) (last) _______ ID Number: _______________________

MTSU P.O. Box ______ Phone: ___________________ E-mail Address: ____________________________

Application Instructions: (1) Fill out form with BLACK Ink (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major adviser. (5) Submit the completed form and Intent to Graduate to the School of Journalism (Mass Comm. 249) for Director's approval. Incomplete forms will not be processed!

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| HISTORY (6 hours) - Choose two: | | | |
| HIST 2010, HIST 2020, HIST 2030 | | | |

| HUMANITIES/FINE ARTS (9 hours) - Choose 3 with different prefixes, one must be ENGL or HUM: | | | |
| ANTH 2210, ART 1030, ART 1920, DANC 1000, ENGL 2020 or 2030, HIST 1010, 1020, 1110, or 1120, HUM 2610, MUS 1030, PHIL 1030, THEA 1030 | | | |
| ENGL/HUM | | | |

| MATHEMATICS (3 hours): | | | |
| MATH 1010, 1530, 1630, 1710, 1720, 1730, 1810, 1910 | | | |

| NATURAL SCIENCES (9 hours) - Choose two with different prefixes: | | | |
| ASTR 1030/1031, BIOL 1030/1031, 1110/1111, 2010/2011 or 2020/2021, CHEM 1010/1011, 1030/1031 or 1110/1111, GEOL 1030/1031 or 1040/1041, PHYS 1110, PHYS 2101/2111, PSCI 1030/1031 or 1130/1131 | | | |

| SOCIAL/BEHAVIORAL SCIENCES (6 hours) - two different prefixes: | | | |
| AAS 2100, ANTH 2100, ECON 2410, GEOG 2000, GS 2010, HLTH 1530 & 1531, JOUR/EMC/RIM 1020, PS 1005 or 1010, PSY 1410, RS 2030, SOC 1010 or 1020, WGST 2100 | | | |

### JOURNALISM CONCENTRATION

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| CONCEPTUAL REQUIREMENTS (12 hrs): Course | | |

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| SPECIAL/SENIOR TOPICS (3 hours): | | |
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### PRACTICUM/INTERNSHIP (1-3 Hours): 14 hours

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P.O. Box 64 • Murfreesboro, TN 37132 • Phone (615) 898-2814 • Fax (615) 898-5862

Name: ___________________________ (last) ___________________________ (first) ________________ (middle initial) ________________ (middle initial) ID Number: ________________

Phone: ___________________________ E-mail Address: ___________________________

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<td>HISTORY (6 hours) - Choose two:</td>
<td>HIST 2010, HIST 2020, HIST 2030</td>
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<td>HUMANITIES/FINE ARTS (9 hours) - Choose 3 with different prefixes, one must be ENGL or HUM:</td>
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<tr>
<td>MATHEMATICS (3 hours):</td>
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<td>NATURAL SCIENCES (8 hours) - Choose two with different prefixes:</td>
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<th>Course</th>
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<tr>
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<td>EMC 4250 Mass Media Law</td>
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<td>JOUR 2132 Intro to Video Journalism</td>
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<td>EMC 2410 Intro to Electronic Media</td>
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<td>JOUR 3430 Electronic Media News Writing</td>
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<td>JOUR 3500 Electronic Media News Reporting and Producing</td>
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<td>EMC 3570 Broadcast Announcing and Performance</td>
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<td>JOUR 3740 Advanced Electronic Media News Reporting and Producing</td>
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<td>Choose one: EMC 3020 Writing for Electronic Media, 3030 Media Advertising, 3040 Motion Graphics I, 3060 Writing for Digital Media, 3140 Multi-Cam Directing/Producing, 3150 Single-Cam Directing/Producing, 4140 Electronic Media Programming, 4430 Electronic Media Management</td>
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FORMS YOU MUST COMPLETE FOR GRADUATION
Submit in Order Listed
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**SCHOOL OF JOURNALISM — MULTIMEDIA JOURNALISM**
Upper Division Form 2015–2016
School of Journalism • Middle Tennessee State University • COMM 249
P.O. Box 64 • Murfreesboro, TN 37132 • Phone (615) 898-2814 • Fax (615) 898-5862

**Application Instructions:** (1) Fill out form with BLACK Ink. (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major advisor. (5) Submit the completed form and Intent to Graduate to the JOUR office (Mass Comm. 249) for Director's approval. Incomplete forms will not be processed!

*NOTE: THIS IS NOT THE APPLICATION FOR CANDIDACY!*

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**SCHOOL OF JOURNALISM—VISUAL COMMUNICATION**  
**Upper Division Form 2015–2016**

School of Journalism • Middle Tennessee State University • COMM 249  
P.O. Box 64 • Murfreesboro, TN 37132 • Phone (615) 898-2814 • Fax (615) 898-5862

Name: ___________________________________________  
(last)  
(first)  
(middle initial)  
ID Number: _______________________________________

MTSU P.O. Box: _______  
Phone: _______  
E-mail Address: _________________________________

**Application Instructions:** (1) Fill out form with **BLACK** ink. (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major adviser. (5) Submit the completed form and Intent to Graduate to the School of Journalism (Mass Comm. 249) for Director’s approval. Incomplete forms will not be processed!

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<td>SOC 1010</td>
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### VISUAL COMMUNICATION CONCENTRATION

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<tr>
<td>JOUR 1020</td>
<td>American Media and Social Institutions</td>
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<td>JOUR 3650</td>
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<td><strong>WRITING/DESIGN REQUIREMENTS (18-19 hours):</strong></td>
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<td>VCOM 3910</td>
<td>Basic Visual Communication</td>
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<td>Editing</td>
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<td>VCOM 3810</td>
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<td>VCOM 4180</td>
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<td>JOUR 4000</td>
<td>Internship</td>
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**Computer Literacy Requirement (3 hours):**

- CSCI 1150, INF 2200, INF 3100 (Notes: CSCI 1000 will not meet this requirement.)

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VISUAL COMMUNICATION CONCENTRATION
(italicized courses are REQUIRED for VCOM candidacy. C or better grade)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>FOUNDATIONS REQUIREMENTS (6 hours):</td>
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<tr>
<td>JOUR 1020 American Media and Social Institutions</td>
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<td>JOUR 3950 Free Expression</td>
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<td>WRITING/DESIGN REQUIREMENTS (18-19 hours):</td>
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<td>VCOM 2950 Visual Communication Applications</td>
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<tr>
<td>VCOM 3910 Basic Visual Communication</td>
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<tr>
<td>VCOM 3980 Information Web Design</td>
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<td>JOUR 2710 Media Writing</td>
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<tr>
<td>JOUR 3450 Editing</td>
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<td>Choose one: JOUR 3030/3091, 3530, EMC 3020, EMC 3060</td>
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<td>CONCEPTUAL REQUIREMENTS (9hrs):</td>
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<tr>
<td>VCOM 2010 Introduction to Visual Comm.</td>
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<tr>
<td>VCOM 3810 History of Visual Comm.</td>
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<td>SENIOR/SPECIAL TOPICS (6 hours):</td>
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<td>VCOM 4010 Publication Design</td>
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<td>VCOM 4180 Senior Project</td>
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<td>PRACTICUM/INTERNSHIP (12-13 hours):</td>
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<td>JOUR 4880 Professional Development</td>
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<td>JOUR 4000 Internship</td>
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<td>Computer Literacy Requirement (3 hours):</td>
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<td>CSCI 1150, INFS 2200, INFS 3100 (Notes: CSCI 1000 will not meet this requirement.)</td>
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<td>ENGL 1020</td>
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COMMUNICATION (9 hours):

HISTORY (6 hours) - Choose two:

HIST 2010, HIST 2020, HIST 2030

HUMANITIES/FINE ARTS (9 hours) - Choose 3 with different prefixes, one must be ENGL or HUM:

ANTH 2210, ART 1030, ART 1920, DANC 1000, ENGL 2030 or 2030, HIST 1010, 1020, 1110, or 1120, HUM 2910, MUS 1030, PHIL 1030, THEA 1030

ENGL/HUM

MATHEMATICS (3 hours):

MATH 1010, 1530, 1630, 1710, 1720, 1730, 1810, 1910

NATURAL SCIENCES (8 hours) - Choose two with different prefixes:

ASTR 1030/1031, BIOL 1030/1031, 1110/1111, 2010/2011 or 2020/2021, CHEM 1010/1011, 1030/1031 or 1110/1111, GEOL 1030/1031 or 1040/1041, PHYS 1110, PHYS 2010/2011 or PHYS 2110/2111, PSCI 1030/1031 or 1130/1131

SOCIAL/BEHAVIORAL SCIENCES (6 hours) - two different prefixes:

AAS 2100, ANTH 2010, ECON 2410, GEOG 2000, GS 2010, HLTH 1530 & 1531, JOUR/EMC/RM 1020, PS 1005 or 1010, PSY 1410, RS 2030, SOC 1010 or 2100, WGST 2100

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ADVERTISING CONCENTRATION

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<td>JOUR 1020 American Media and Social Institutions</td>
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<tr>
<td>JOUR 2710 Media Writing</td>
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<tr>
<td>ADV 3170 Advertising Copywriting</td>
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<td>ADV 3160, PR 3360, 3360, VCOM 2950</td>
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CONCEPTUAL REQUIREMENTS (9 hrs):


ADV 3020 Principles of Advertising

PROFESSIONAL TOPICS (6 hours):

ADV 3480 Media Strategy & Buying, 4230 Advertising Management, or 4250 Interactive Advertising & Social Media

SPECIAL/SENIOR TOPICS (3 hours):

ADV 4970 Advertising Campaigns

PRACTICUM/INTERNSHIP (1-3 hours):

JOUR 3580 Practicum

JOUR 4000 Internship

JOUR Upper-division elective (3 hrs.)

Computer Literacy Requirement (3 hours)

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**HISTORY (6 hours) - Choose two:**

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<th>HIST 2030</th>
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**HUMANITIES/FINE ARTS (9 hours) - Choose 3 with different prefixes, one must be ENGL or HUM:**

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<th>ANTH 2210</th>
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<th>ART 1920, DANC 1000, ENGL 2020 or 2030, HIST 1010, 1020, 1110, or 1121, HUM 2610, MUS 1030, PHIL 1030, THEA 1030</th>
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**MATHEMATICS (3 hours) :**

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**NATURAL SCIENCES (8 hours) - Choose two with different prefixes:**

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<th>ASTR 1030/1031, BIOL 1030/1031, 1110/1111, 2010/2011 or 2020/2021, CHEM 1010/1011, 1030/1031 or 1110/1111, GEOF 1030/1031 or 1049/1041, PHYS 1110, PHYS 2010/2021 or PHYS 2110/2111, PSCI 1030/1031 or 1130/1131</th>
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**SOCIAL/BEHAVIORAL SCIENCES (6 hours) - two different prefixes:**

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<tr>
<th>AAS 2100, ANTH 2010, ECON 2410, GEOG 2000, GS 2010, HLTH 1530 &amp; 1531, JOUR/ECOM/RIM 1020, PS 1005 or 1010, PSY 1410, RS 2030, SOC 1010 or 2010, WS 2100</th>
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**WRITING/DESIGN REQUIREMENTS (12 hours):**

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**ADV 3170 Advertising Copywriting**

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<th>ADV 3160, PR 3360, 3380, VCOM 2950</th>
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**CONCEPTUAL REQUIREMENTS (9 hrs):**

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<th>ADV 3020 Principles of Advertising</th>
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**PROFESSIONAL TOPICS (6 hours):**

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<tr>
<th>ADV 3480 Media Strategy &amp; Buying, 4230 Advertising Management, or 4250 Interactive Advertising &amp; Social Media</th>
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**SPECIAL/SENIOR TOPICS (3 hours):**

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**PRACTICUM/INTERNSHIP (4–5 hours):**

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<td>JOUR 4000 Internship</td>
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**Computer Literacy Requirement (3 hours):**

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**PUBLIC RELATIONS (RIM) CONCENTRATION**
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<td>PR 3360 Public Relations Communication</td>
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<td>RIM 3770 Publicity in Recording Industry</td>
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<td>VCOM 2010 Introduction to Visual Communication</td>
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<td>CONCEPTUAL REQUIREMENTS (9 hrs):</td>
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<tr>
<td>MATHEMATICS (3 hours):</td>
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PUBLIC RELATIONS (RIM) CONCENTRATION
Italicized courses are REQUIRED for PR candidacy: C or better grades

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<tr>
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<td>JOUR 3550 Free Expression</td>
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<td>WRITING/DESIGN REQUIREMENTS (15 hours):</td>
<td>JOUR 2710 Media Writing</td>
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<td>PR 3360 Public Relations Communication</td>
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<td>RIM 3770 Publicity in Recording Industry</td>
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<td></td>
<td>VCOM 2010 Introduction to Visual Communication</td>
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<td>PR 3380 Public Relations Publications or VCOM 2050 Media Design Applications</td>
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<td>CONCEPTUAL REQUIREMENTS (9 hrs):</td>
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<td>RIM 3600 Survey of the Recording Industry</td>
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<td>PRACTICUM/INTERNSHIP (4 hours):</td>
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<td>CSCI 1150, INFS 2200, INFS 3100 (Notes: CSCI 1000 will not meet this requirement.)</td>
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MEDIA STUDIES CONCENTRATION

(Italized courses are REQUIRED for JOUR candidacy; C or better grade)

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<td>MEDIA CRITICISM REQUIREMENTS (3 hours):</td>
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<td>Choose one: JOUR 3000 Intro. to Motion Pictures, JOUR 4210 Mass Comm. &amp; Society, JOUR 4240 TV, Culture, &amp; History</td>
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<td>CONCEPTUAL REQUIREMENTS (9 hours):</td>
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Computer Literacy Requirement (3 hours)

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SCHOOL OF JOURNALISM - MEDIA STUDIES
Upper Division Form 2015–2016

Name: ____________________________ (last) ____________________________ (first) ____________________________ (middle initial) ID Number: ____________________________

MTSU P.O. Box: __________ Phone: __________ E-mail Address: ____________________________

Application Instructions: (1) Fill out form with BLACK Ink (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major advisor. (5) Submit the completed form and Intent to Graduate to the School of Journalism (Mass Comm. 249) for Director’s approval. Incomplete forms will not be processed!

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### COMPUTER LITERACY REQUIREMENT (3 hours)

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SCHOOL OF JOURNALISM—PUBLIC RELATIONS (Gen.)
Upper Division Form 2015-2016

School of Journalism • Middle Tennessee State University • COMM 249
P.O. Box 64 • Murfreesboro, TN 37132 • Phone (615) 898-2814 • Fax (615) 898-5866

Name: ___________________________ (last) ___________________________ (first) ___________________________ (middle initial)

MTSU P.O. Box: _________ Phone: ___________ E-mail Address: ______

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<td>ASTR 1030/1031, BIOL 1030/1031, 1110/1111, 1110/1120, 1110/1120, 1120/1120, 1120/1130, CHEM 1010/1011, 1030/1031, 1110/1111, 1110/1120, 1120/1120, 1120/1130, PHYS 1110/1111, PHYS 1110/1111, PHYS 1110/1111, PHYS 1110/1111, PHYS 1110/1111, PHYS 1210/1211, PSCI 1030/1031, 1130/1131</td>
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SOCIAL/BEHAVIORAL SCIENCES (6 hours) - two different prefixes:
<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Grade</th>
<th>Remarks</th>
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<tr>
<td>AAS 2100, ANTH 2100, ECON 2410, GEOG 2000, GS 2100, HILH 1530</td>
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</tr>
<tr>
<td>or 1010, PSY 1410, RS 2300, SOC 1200 or 1200, WGST 2100</td>
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</tr>
</tbody>
</table>

GRADUATION REQUIREMENTS: Understanding Your 120 Hours

- You must complete a minimum of 120 hours for a B.S. degree.
- You must earn a grade of C or better (C- does not count) in each course taken in the College of Mass Communication to graduate.
- You must earn at least 42 hours of 3000/4000 level coursework. 30 of these hours must be earned at MTSU.
- You must earn a minimum of 72 hours outside the College of Mass Communication.
- You must earn at least 60 hours from a four-year institution.
- You must meet the liberal arts and sciences—general education requirements for the university.

PUBLIC RELATIONS (GEN.) CONCENTRATION

(Italized courses are REQUIRED for PR candidacy: C or better grade)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Remarks</th>
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<tbody>
<tr>
<td>FOUNDATIONS REQUIREMENTS (6 hours):</td>
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<td></td>
</tr>
<tr>
<td>JOUR 1020 American Media and Social Institutions</td>
<td></td>
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<tr>
<td>JOUR 3650 Free Expression</td>
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<tr>
<td>WRITING/DESIGN REQUIREMENTS (15 hours):</td>
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<tr>
<td>JOUR 2710 Media Writing</td>
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<tr>
<td>PR 3380 PR Communication</td>
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<td>Choose one: JOUR 3530 Feature Writing, JOUR 3450 Editing, JOUR 3520 Specialized Journalism</td>
<td></td>
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<tr>
<td>VCOM 2950 Media Design Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCOM 2010 Introduction to Visual Communication</td>
<td></td>
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<tr>
<td>PR 3380 Public Relations Publications</td>
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<td>CONCEPTUAL REQUIREMENTS (9 hrs):</td>
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<tr>
<td>PR 2040 Public Relations Principles</td>
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<tr>
<td>4820 Race, Gender &amp; Class in Media, 4850 Ethics &amp; Mass Comm, 4910 Research in Media Issues</td>
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<tr>
<td>PROFESSIONAL TOPICS (3-4 hours):</td>
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<tr>
<td>Choose one: PR 3400, 4720, VCOM 3910, JOUR 3090/3091</td>
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<tr>
<td>SPECIAL/SENIOR TOPICS (3 hours):</td>
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<td>PR 4740 Public Relations Campaigns</td>
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<td>PRACTICUM/INTERNSHIP (3-5 hours):</td>
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<td>JOUR 3580 Practicum</td>
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<tr>
<td>JOUR 4000 Internship</td>
<td></td>
<td></td>
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<tr>
<td>Computer Literacy Requirement (3 hours)</td>
<td></td>
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<tr>
<td>CSCI 1150, INFS 2200, INFS 3100 (Notes: CSCI 1000 will not meet this requirement)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FORMS YOU MUST COMPLETE FOR GRADUATION

Submit in Order Listed

1. Candidacy Application: During the semester you are completing candidacy courses and 45 hours, submit your candidacy application to the Student Success Center in COMM 230.
2. Upper Division Form & Intent to Graduate: At the beginning of your Junior year, submit forms to the School of Journalism after completing all instructions at the top of this page.
Proposal 8 of 10
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee
FROM: Chair/Director Name: Billy Pittard
Dept./School/Program: EMC
PROPOSAL WRITTEN BY:
Name: Roger Heinrich, Ph.D.
E-Mail Address: roger.heinrich@mtsu.edu

RE: Proposed Curriculum Changes
I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval
☐ Proposed New Course
☒ Course Title Change
☐ Course Prefix/Number Change
☐ Change in Credit Hours
☐ Change in Grading System
☐ Inactivation of Course
☐ Reactivation of Course
☐ Cross Listing of Course
☐ Non-substantive Revisions in Curriculum of Existing Major, Minor, and Concentration
☐ Other

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)
☐ New Academic Program: Degree/Minor/Concentration/Certificate
☐ Title Change of Degree Program/Concentration
☐ Consolidate/Reorganize Existing Academic Program
☐ Substantive Change Affecting 18+ credit hours since last TBR Approval
☐ Establish Degree Program from Existing Concentration
☐ Program Reactivation
☐ Program Termination
☐ Revision of Admission/Progression/Graduation requirements

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

The department requests changing the title of EMC 4000-001, EMC-4000-002 and EMC 4000-003 from "Broadcast Internship" to "Media Internship."

The proposed change will be effective beginning: Semester: Spring Year 2016

Signature, Dept. Curriculum Committee Chair

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support of this proposal.

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, Univ. Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed 9/16/15
Date Signed 8-24-15
Date Signed 9/22/15
Date Signed 9.24.15

Date Approved by UCC
Date Approved by AA

Print Form

Updated 8/04/15
Course Name Change Proposal

The Department of Electronic Media Communication requests that the title for EMC-4000-003, EMC-4000-002 and EMC-4000-001 be changed from the current “Broadcast Internship” to “Media Internship.”

This name change reflects the dynamic nature of the media industry and will be more inclusive of the concentrations and areas within the department.

None of the points addressed in the “New Course and Course Change Proposal” form will be impacted by this proposed course name change. If approved, the name change will need to be noted in the university catalog.
Master Catalog Change Form
Undergraduate

Department: Electronic Media Comm (MC-EMC)  Subject: EMC  Course No.: 4000

Full title of course: Media Internship

Credit hours: 1  Contact hours, if different: 

Course taught with: ☐ Standard Grading  ☑ Pass/Fail

Can be taken multiple times without calculating as repeat?  ☐ No  ☑ Yes  How many times: 6  Total Hours: 6

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 09  Fees (if applicable): (must be approved by TFR)

Schedule type: IND - Independent Study  Instructional Method: IND - Independent Study

EFFECTIVE TERM: Spring 2016

☐ New course  ☑ Course title change  ☐ Course prefix/number change

Prescribed requirement (lower division courses only):  ☐ Writing  ☐ Reading  ☑ Math

Previous Abbreviated Title: Broadcast Internship

Previous course prefix/number: EMC-4000-09

Previous credit hours: 1

☐ Credit hours change  ☐ Grading system change  ☑ Cross-listing of existing course

☐ Change course to inactive status  ☐ Change course to active status  ☐ Other course changes

Cross-list with: ________________________________

Course prerequisites/co-requisites/restrictions: departmental permission

(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet:

(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description?  ☐ No  ☑ Yes (attach new catalog description, if required)

APPROVED: ___________________________  Date: ___________________________

Vice Provost for Academic Affairs

[Print Form]  [Reset Form]

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
<th>FOR RECORDS OFFICE USE ONLY</th>
<th>Attributes:</th>
<th>UCC Approved: ___________________________</th>
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<tr>
<td>Beg</td>
<td>End</td>
<td>1. ________________________</td>
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<td>1.</td>
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<td>2.</td>
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</table>

(updated 10/29/14)
Proposal 9 of 10
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Billy Pittard (Department/School/Program) Electronic Media Communication
PROPOSAL WRITTEN BY: Billy Pittard E-Mail Address: billy.pittard@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

☐ Proposed New Course
☐ Course Title Change
☐ Course Prefix/Number Change
☐ Change in Credit Hours
☐ Change in Grading System
☐ Inactivation of Course
☐ Reactivation of Course
☐ Cross Listing of Course
☐ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
☐ Other__________________________

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

☐ New Academic Program: Degree/Minor/Concentration/Certificate
☐ Title Change of Degree Program/Concentration
☐ Consolidate/Reorganize Existing Academic Program
☐ Substantive Change Affecting 18+ Credit Hours since last TBR approval
☐ Establish Degree Program from Existing Concentration
☐ Program Reactivation
☐ Program Termination
☐ Revision of Admission/Progression/Graduation requirements

Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

Remove the maximum of 48 hours of coursework in the College of Media and Entertainment (formerly Mass Comm) that may be applied to the 120 hours for the first bachelor's degree in the Electronic Media Communication Department. Apply this change retroactively to all valid catalogs.

The proposed change will be effective beginning: Fall semester 2016 year

Signature, Department Curriculum Committee Chair
Date Signed 9/29/15

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair
Date Signed 9/29/15

Signature, College Curriculum Committee Chair
Date Signed 9/29/15

Signature, Academic Dean
Date Signed

Signature, University Curriculum Committee Chair
Date approved by UCC

Signature, Academic Affairs Designee
Date approved by Academic Affairs Updated 8/04/15
Background for this change:

The Electronic Media Communication Department (EMC) has for many years been under the accreditation of The Accrediting Council on Education in Journalism and Mass Communications, or ACEJMC. This organization is principally focused on journalism. EMC has for many years included a Multimedia Journalism program and this has been the rationale for ACEJMC accreditation for the department. However, the majority of the majors in the EMC department are engaged in more creative, expressive, and non-journalistic programs that have not fit comfortably under ACEJMC standards and guidelines. As of Fall 2015, we have relocated the Multimedia Journalism program from the EMC Department to the School of Journalism. We have also received approval from the MTSU administration and ACEJMC to remove the EMC Department from reaccreditation by ACEJMC. The EMC Department is currently preparing for alternate accreditation. **The EMC Department is no longer subject to the standards and guidelines of ACEJMC.** One of the ACEJMC guidelines is that a maximum of 48 hours of coursework in our College may be applied to the degree. This has been an overly restrictive constraint on the education needed for the remaining programs in EMC.

**The purpose of this curriculum change is to remove that ACEJMC restriction.** This will allow a greater depth of curriculum for the remaining programs in EMC. It will also allow EMC students to have minors or take electives in our sister departments of the School of Journalism or the Recording Industry Department.

**This is the removal of a limitation rather than the introduction of a new requirement.**

This change should be applied to all valid catalogs. This will allow new flexibility to students using those catalogs as well.
Proposal 10 of 10
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee
FROM: (Chair/ Director) Billy Pittard (Department/ School/ Program)
PROPOSAL WRITTEN BY: Cidre Bratton E-Mail Address: CidreBratton@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

- [ ] Proposed New Course
- [ ] Course Title Change
- [ ] Course Prefix/ Number Change
- [ ] Change in Credit Hours
- [ ] Change in Grading System
- [ ] Inactivation of Course
- [ ] Reactivation of Course
- [ ] Cross Listing of Course
- [x] Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- [ ] Other converting course to candidacy requirement

Items requiring TBR/ THEC approval (see UCC handbook Page 7 and Appendix B)

- [ ] New Academic Program: Degree/ Minor/ Concentration/ Certificate
- [ ] Title Change of Degree Program/ Concentration
- [ ] Consolidate/ Reorganize Existing Academic Program
- [ ] Substantive Change Affecting 18+ Credit Hours since last TBR approval
- [ ] Establish Degree Program from Existing Concentration
- [ ] Program Reactivation
- [ ] Program Termination
- [ ] Revision of Admission/ Progression/ Graduation requirements

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

Course: EMC2131 Introduction to Studio Video Production already exists. We are requesting a change in status to require it for candidacy.

The proposed change will be effective beginning: Fall 2016 semester

Signature, Department Curriculum Committee Chair

Date Signed

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Date Signed

Signature, College Curriculum Committee Chair

Date Signed

Signature, Academic Dean

Date Signed

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
New Candidacy Justification – EMC2131 Introduction to Studio Video Production

We are requesting a change in status to require EMC2131 for candidacy. We currently require video and film production majors to take an introductory level course in both field production (single camera with post production editing) and studio based production but (before this proposed change) students could qualify for candidacy by only taking either EMC2130 (Intro to Field Production) or EMC2131 (Intro to Studio). We have decided learning outcomes are best when both courses are perquisite for candidacy because students otherwise often delay taking EMC2131 until their senior year and therefore have less exposure to studio production and fewer opportunities to assess and access internship and career opportunities in that field of production work. Further, they run the risk of not getting into the class because of heavy demand on EMC2131 (with only one instructor and limited number of sections).
1. Are you applying for
   — Full Candidacy (You have already met all requirements listed below.)
   — Provisional Candidacy (You will meet all requirements listed below by the end of the current semester.)
   *Should you not meet the minimum candidacy guidelines at the end of the semester, you may be asked to drop out of any post-
candidacy courses on your schedule. You will not be able to apply for candidacy again until you meet the minimum guidelines. You
will have to apply for full candidacy once you meet all requirements.*

2. Have you earned at least 45 hours of college level coursework prior to filling this application? Y ___ N ___
   *NOTE: This cannot include prescribed/developmental coursework or classes in which you are currently enrolled.*

3. Please report your cumulative grade point average: **Cumulative GPA ___**
   *NOTE: Your cumulative GPA must be a 2.5 or higher prior to completing this application.*

4. Please list course grades below, listing IP for any courses currently in progress.
   *NOTE: You MUST have a “C” (2.0) or better in each of the classes in order to be eligible for admittance into candidacy, with the
exception of MATH.*

<table>
<thead>
<tr>
<th>Pre-Candidacy Requirement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010 Expository Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 1020 Research &amp; Argumentative Writing</td>
<td></td>
</tr>
<tr>
<td>MATH 1010 or higher</td>
<td></td>
</tr>
<tr>
<td>JOUR/EMC/RIM 1020 American Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 2710, 3020 or 3060</td>
<td></td>
</tr>
<tr>
<td>EMC-2410 or EMC-2500</td>
<td></td>
</tr>
<tr>
<td>EMC 2130 or 2131</td>
<td><strong>OLD</strong></td>
</tr>
</tbody>
</table>

By signing this official university document, I certify that the above information is accurate and truthful. I understand that it is my
responsibility to schedule a meeting with an advisor to determine the proper sequence for post-candidacy course registration if admitted.

**UNDERSTAND:** By signing, you agree to have post-candidacy courses dropped from your future schedule should your application be
denied. You also agree to any provisional conditions the EMC Department Chair grants.

**NOTE:** This form must be turned in to the Mass Communication Student Success Center in COMM 230 by the deadline.

**STUDENT SIGNATURE:** ___________________________ **DATE:** ___________________________

DO NOT WRITE BELOW LINE: OFFICE USE ONLY

_____ Grade below “C” or 2.0  _____ Overall GPA

**ADMIT:** ____________ **PROVISIONAL** (see below): ____________ **DENY:** ____________

Department Chair Signature: ___________________________ **Date:** ___________________________

Advisor Signature: ___________________________ **Date:** ___________________________

**PROVISIONAL CONDITIONS:** ___________________________ **Granted for** ____________ term
1. Are you applying for
   _____ Full Candidacy (You have already met all requirements listed below.)
   _____ Provisional Candidacy (You will meet all requirements listed below by the end of the current semester.)
   Should you not meet the minimum candidacy guidelines at the end of the semester, you may be asked to drop out of any post- candidacy courses on your schedule. You will not be able to apply for candidacy again until you meet the minimum guidelines. You will have to apply for full candidacy once you meet all requirements.

2. Have you earned at least 45 hours of college level coursework prior to filling this application? Y _____ N _____
   NOTE: This cannot include prescribed/developmental coursework or classes in which you are currently enrolled.

3. Please report your cumulative grade point average: Cumulative GPA _____
   NOTE: Your cumulative GPA must be a 2.5 or higher prior to completing this application.

4. Please list course grades below, listing IP for any courses currently in progress.
   NOTE: You MUST have a “C” (2.0) or better in each of the classes in order to be eligible for admittance into candidacy, with the exception of MATH.

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<td>EMC 2131</td>
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</tbody>
</table>

   [NEW]

By signing this official university document, I certify that the above information is accurate and truthful. I understand that it is my responsibility to schedule a meeting with an advisor to determine the proper sequence for post-candidacy course registration if admitted.

UNDERSTAND: By signing, you agree to have post-candidacy courses dropped from your future schedule should your application be denied. You also agree to any provisional conditions the EMC Department Chair grants.

NOTE: This form must be turned in to the Mass Communication Student Success Center in COMM 230 by the deadline.

STUDENT SIGNATURE: ___________________________ DATE: ___________________________

DO NOT WRITE BELOW LINE: OFFICE USE ONLY

_____ Grade below “C” or 2.0   _____ Overall GPA

ADMIT: _______   PROVISIONAL (see below): _______   DENY: _______

Department Chair Signature: ___________________________ Date: ___________________________

Advisor Signature: ___________________________ Date: ___________________________

PROVISIONAL CONDITIONS: ___________________________ Granted for _______ term
Master Catalog Change Form
Undergraduate

Department: Electronic Media Communication
Subject: Video Production
Course No.: EMC 2131

Full title of course: Introduction to Studio Video Production
Credit hours: 3
Contact hours, if different: 4.5
Course taught with: ☐ Standard Grading ☐ Pass/Fail
Can be taken multiple times without calculating as repeat? ☐ No ☐ Yes
How many times: ___ Total Hours: ___
Fees (if applicable) (must be approved by TBR) ___

Schedule type: ______ Instructional Method: Lecture/lab

EFFECTIVE TERM: SPRING 2016

☐ New course

Prescribed requirement (lower division courses only):
☐ Writing ☐ Reading ☐ Math

☐ Course title change

Previous Abbreviated Title: ____________________________

☐ Course prefix/number change

Previous course prefix/number: ____________________________

☐ Credit hours change

Previous credit hours: ____________________________

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☑ Cross-listing of existing course

Cross-list with: ____________________________

☐ Other course changes

Other course changes: ____________________________

(Course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet:
(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description? ☐ No ☐ Yes (attach new catalog description, if required)

APPROVED: ____________________________ Date: ____________________________

Vice Provost for Academic Affairs

FOR RECORDS OFFICE USE ONLY

Course Equivalents Beg End Attributes: UCC Approved: ______________

1. ____________________________ 1. ____________________________
2. ____________________________ 2. ____________________________
3. ____________________________ 3. ____________________________
4. ____________________________ 4. ____________________________
5. ____________________________ 5. ____________________________

Records Entered: ______________

Updated 10/29/14